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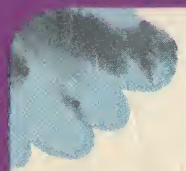

The Main Dual Selection

Personality at Preadolescence/Adolescence

Nearly one-fifth of the nation's population is in the age group ten to twenty, that peculiar period between childhood and adulthood of massive psychobiological changes, of ambiguous status, of conflict between conformity and individuality, of a search for ego identity — in short, of *transition to maturity*. The two books in this month's Main Dual Selection, PERSONALITY DEVELOPMENT AT PREADOLESCENCE and NORMAL ADOLESCENCE, though quite different in approach and style, together add much to our knowledge of this critical period of transition.

In PERSONALITY DEVELOPMENT AT PREADOLESCENCE, Riley W. Gardner and Alice Moriarty — both psychologists on the staff of the Menninger Foundation — present the results of a research project intended to assess a number of major aspects of preadolescent individuality. Their study is based on an orientation to individuality that has its roots in both psychoanalytic theory and academic psychology. They are thus able to employ both the rich insights of psychoanalysis into personality organization and the findings of methodologically rigorous laboratory investigations of such important components of adaptive behavior as attention, concept formation, and perception.

Starting from an ego-psychological point of view, the authors approach the problem of individual personality organization in terms of the nature of structure formation. They point out that psychoanalysis is the only major theory of human behavior that has included the kinds of structural concepts that could provide the basis for a theory of individuality of personality organization.

"The primary concern of the present study," write Gardner and Moriarty, "is with such component ego structures as defense mechanisms, cognitive controls, intellectual abilities, and certain other presumably enduring patterns of behavior that contribute to the uniqueness of the individual by shaping his adaptive behavior into an individualized 'style' of regulating the expression of drives and affects, cognizing experience, and defending awareness against potentially anxiety-producing impulse derivatives. It is at this level of conceptualization that empirical work can currently be most effectively performed and at which certain key aspects of the problem of personality organization can be approached most fruitfully."

This approach to the understanding of personality organization at preadolescence, or at any stage of development, is clearly only one

The Main Dual Selection:

Personality Development at Preadolescence

by Riley W. Gardner and Alice Moriarty

and

Normal Adolescence

by the Committee on Adolescence, Group for the Advancement of Psychiatry

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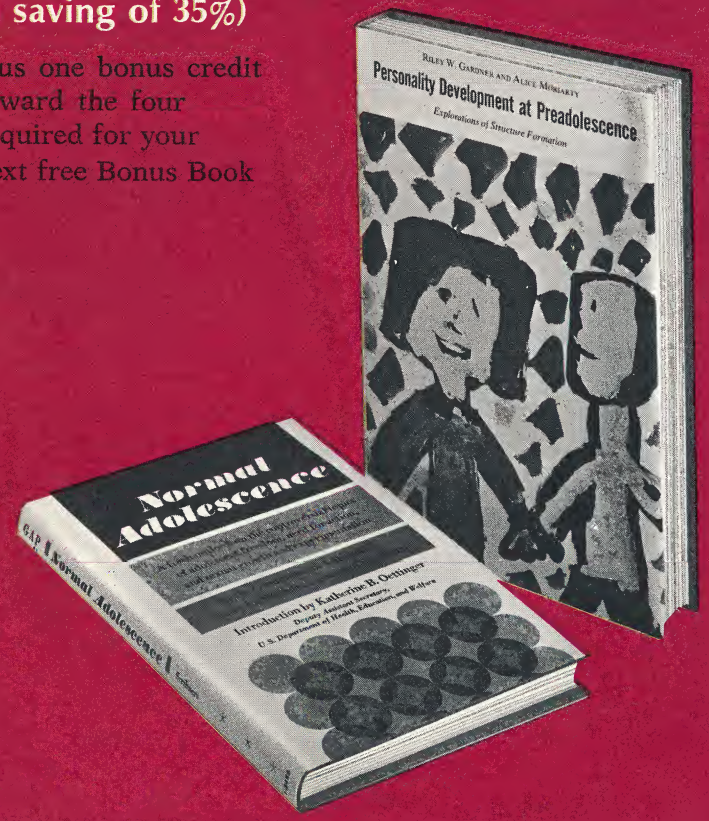

PERSONALITY DEVELOPMENT AT PREADOLESCENCE and NORMAL ADOLESCENCE comprise the Main Dual Selection of the Behavioral Science Book Service.

001-1

of several ways of studying the problem, as the authors are well aware. But it is a necessary approach "to ultimate understanding of the patternings of individual behavioral organization commonly subsumed under the term, 'personality'."

The results reported in this book were obtained by two research groups at the Menninger Foundation — the Longitudinal Study Project directed by Lois B. Murphy and the Cognitive Project directed by Dr. Gardner — which joined forces to study sixty preadolescents. A number of tests were administered — including the WISC, TAT, Rorschach, and Holtzman Inkblot Test — in conjunction with laboratory and clinical evaluation of cognitive control, defenses, and overall behavior.

The same tests had previously been performed on a larger sampling of adults. The results of the study are compared with those for the adults, and the comparison points up many significant avenues of personality development from preadolescence to adulthood.

Drs. Gardner and Moriarty have produced a revealing study. Their review of the relevant literature is complete, and they offer innumerable stimulating ideas for future research in this area. PERSONALITY DEVELOPMENT AT PREADOLESCENCE is a most scholarly and thorough piece of work.

The companion volume — NORMAL ADOLESCENCE — is an objective, excellently written summary of the main issues of adolescence as a stage of development. Prepared by the Committee on Adolescence of the Group for the Advancement of Psychiatry, the book's orientation is primarily psychoanalytic, but informed by anthropological and cross-cultural considerations.

The authors approach adolescence from the points of view of the three major determinants of human development: *biological, cultural,* and *psychological.* Biologically, the book's primary concern is with puberty, and here the authors offer a sound, realistic appraisal of this phenomenon. They investigate the complex physical and physiological changes of puberty, and its impact on psychological and social development.

Their discussion of cultural factors includes the kinds of pressures and demands that society makes on the adolescent, as well as the influence he exerts on his family and his own subcultural or societal group. The authors point out cultural variations in the disparity between physical maturity and status maturity in different societies.

In the next, and largest, section — *The Psychology of Adolescence* — the authors examine the emotional, intellectual, and psychological development and functioning of the adolescent as he progresses toward adulthood. Careful attention is given to such critical considerations as the move toward independence, the peer group, masturbation, adolescent love, identity seeking, idealism, and occupational choice.

There is much more information presented with remarkable conciseness in this brief but comprehensive volume. For example, the authors probe the crucial question of the adolescent's alienation from society; discuss the friction and hostility generated by adult responses to the adolescent; and, in general, delineate the drives, the aspirations, and the fears of the adolescent of this generation.

Throughout, the authors take the position that adolescence can be a constructive stage in human development and that the conflict between the generations can be an enriching experience for society. Their book fully achieves its stated goal: to "provide understanding and perspective, promote mutual tolerance, and facilitate more realistic and constructive relationships between adolescents and adults."

NORMAL ADOLESCENCE has already received widespread critical acclaim. Here are two examples:

Margaret Mead: "A responsible and strictly contemporary distillation of interdisciplinary thinking about adolescence and adolescents."

Albert J. Solnit, M.D., Director of the Yale University Child Study Center: "A remarkably well balanced and well written report that matches sound psychological and physiological knowledge about this crucial epoch of human development . . . a brilliant survey and synthesis of our knowledge about adolescence."

The two books offered here — PERSONALITY DEVELOPMENT AT PREADOLESCENCE and NORMAL ADOLESCENCE — illuminate adolescent thinking and behavior, focusing on normal development in this period. They deserve the attention of everyone concerned with the best current knowledge in this area of study.

Contents of PERSONALITY DEVELOPMENT AT PREADOLESCENCE

1 An Approach to Individuality at Preadolescence
2 Outline, Subjects, Methods
3 Cognitive Control Structures and Their Measurement at Preadolescence
4 Age and Sex Differences in Five Cognitive Controls
5 Age and Sex Differences in Conceptual Differentiation and Other Features of Free Categorizing by Preadolescents and Adults
6 Dimensions of Cognitive Control at Preadolescence
7 Individuality in the Holtzman Inkblot Test
8 Individuality in Wechsler's Intelligence Scale for Children
9 Ratings of Individuality of Response to the Clinical and Laboratory Testing Situations
10 The Assessment of Defense Mechanisms and General Characteristics of Ego Organization
11 Findings Concerning Defense Mechanisms and General Characteristics of Ego Organization
12 Structure Formation on a Broader Scale: Individual Consistencies Linking Six Aspects of Preadolescent Behavior
13 Case Studies of Selected Children — A Boy and Girl High in Ego Strength
14 Case Studies of Selected Children — A Boy and Girl Low in Ego Strength
15 Overview of the Study and Major Implications of the Results

Appendix: Definitions of Ratings of Over-all Behavior in the Clinical and Laboratory Testing Situations

Contents of NORMAL ADOLESCENCE

1 The Biology of Adolescence
The Complex Changes of Puberty • Responses of Adolescents to Puberty • Psychological and Social Aspects of Puberty

2 Cultural Factors in Adolescence
Criteria of Adulthood • Culture as "Environment" in Adolescence • Western Culture as Environment in Adolescence • Universal Tasks of Adolescence • Cultural Facilitation and Inhibition at Adolescence • Adolescence in the American Middle Class • Discontinuity of Role from Childhood to Adulthood • Rapid Social Change as a Problem of Adolescence

3 The Psychology of Adolescence
The Role of Childhood Experience • Preadolescence • The Beginning and Ending of Adolescence • Early Adolescence • Late Adolescence

4 Dynamics of Adult Responses to Adolescence

Conclusion

Appendix A
Endocrinology of Adolescence • Sequence of Pubertal Phenomena • Development of Secondary Sex Characteristics

Appendix B
Committees, Members, and Officers of the Group for the Advancement of Psychiatry

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1. An Experiment in Nature
2. Infancy and Early Childhood
3. The Latency Age
4. Adolescence
5. Results of Kibbutz Education
6. Their Mold and Ours

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A. Choosing a Field
B. The Data
C. Kibbutz Settlements
D. Atid
E. The Children's House

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by Bruno Bettelheim

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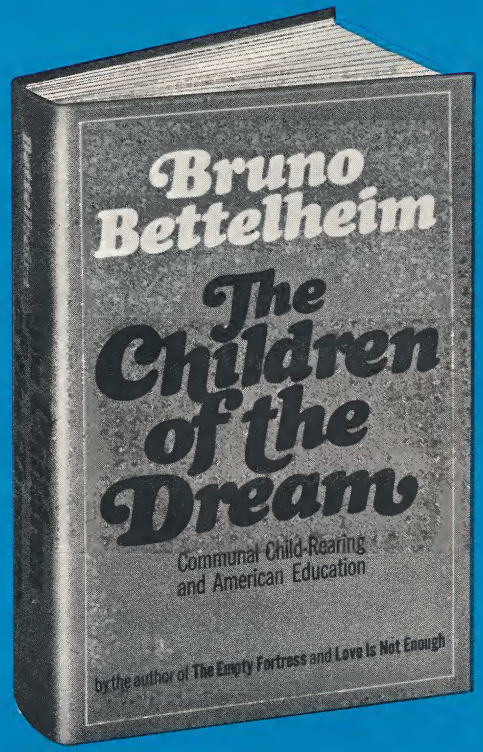
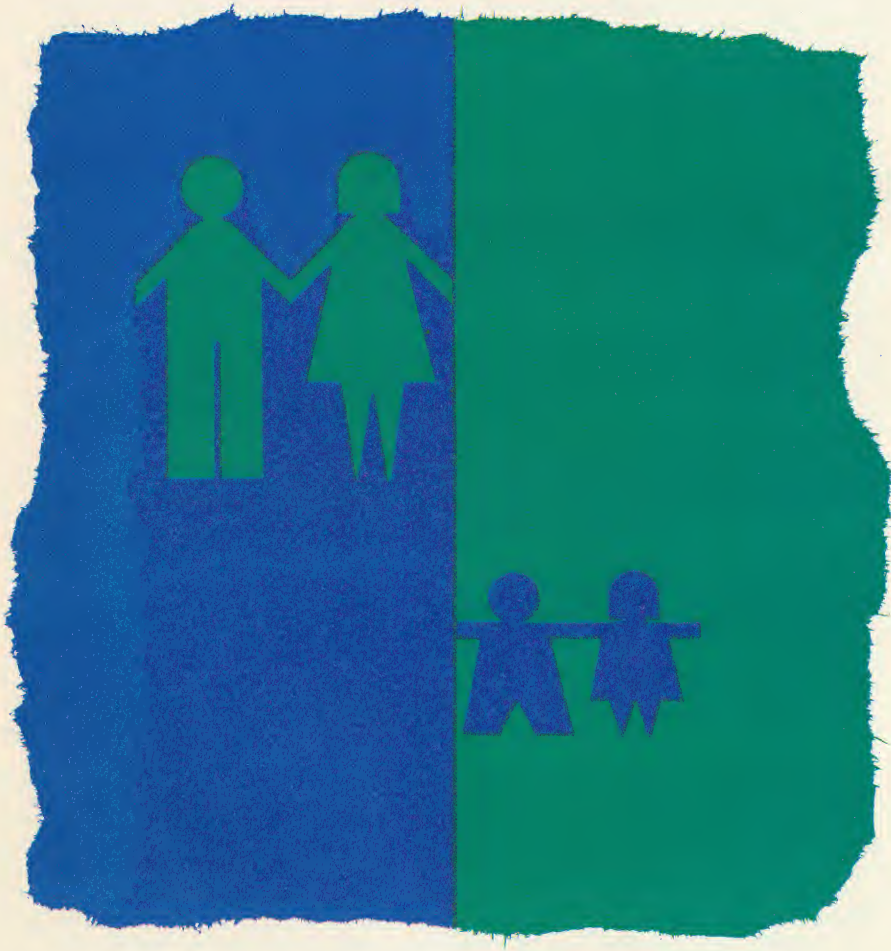


THE CHILDREN OF THE DREAM, Alternate Selection, may be ordered in addition to or instead of the Main Selection.

The Children Of The Dream

a brilliant new work by Bruno Bettelheim



a review by HERBERT J. FREUDENBERGER
Practicing Psychoanalyst and Senior Member,
National Psychological Association for Psychoanalysis

Bruno Bettelheim is known for his profound insights into the severely emotionally disturbed child. Now, in THE CHILDREN OF THE DREAM – an excellent study of the first generation of children born and raised on a kibbutz in Israel – he turns his attention to an analysis of the development of the kibbutz child and finds tremendous implications for our child development theories and child-rearing practices.

Bettelheim's concern is with the basic question of whether separation of the child from the mother at an early age is as traumatic as has been postulated by numerous psychoanalysts, and what the effects of this separation are on the kibbutz child – who receives intermittent mothering by the actual mother in conjunction with mothering by a *metapelet* (an Israeli kibbutz woman whose function is to take care of the children). THE CHILDREN OF THE DREAM takes us through infancy, early childhood, latency, and adolescence, and then discusses at length kibbutz education and its impact on the child.

The kibbutz is postulated neither to be an extended family nor a folk society, but essentially *a peer group environment,* in which usually the child is separated from its mother at the age of five days, placed in a children's house, and from that moment on attended to primarily by the metapelets. During the course of the day, the parents do spend some time with their child in a short play period, but the youngster spends most of his time with his own peer group.

Bettelheim talks of the first-generation kibbutzniks, of their desire to break away from the traditional family pattern as they had lived it in the ghetto, and in turn to develop a new way of life which would be totally different from the one they had experienced. He points out that, as is the case in most situations in which people wish to break with tradition, the initial kibbutz founders may have overreacted. Their intent was to develop a community that would provide the personal freedom necessary to each individual so that he could develop to his fullest capacity. They sought to eliminate preoccupation with materialistic values, and strove for sexual equality, especially in the fullest emancipation of women.

The author supplies a detailed description of the Jewish woman, her Biblical heritage, and her evolution to the point where, as a female settler in a kibbutz, she found herself demanding equality in order to free herself from the time-honored mother role. This section is, for me, one of the highlights of THE CHILDREN OF THE DREAM.

Further along, Bettelheim discusses how the feeling of security develops. In his view, two factors are basic – *physical security* and *companionship*. Both of these conditions are amply present in a kibbutz. A significant point to be made here, in view of our own social problems concerning deprived children, is that the kibbutz child does not have to rely exclusively upon one mother and father; rather, he has many mothers and fathers who are interested in his welfare and happiness. The threat of desertion or abandonment that exists in our society is an ineffectual one in a kibbutz, because there every child has many adults surrounding him to whom he can relate and who he knows are concerned for him.

This is not to say that everything is perfect for the kibbutz child. Bettelheim shows that there are many problems in the child's development, and he deals with some of these in his discussions on trust and mistrust, security and insecurity, sexual repression and intimacy.

His observations suggest that because of the emphasis on the peer group as the main societal relation, a minimum of mistrust develops, but there is also a minimum of real shared intimacy. *Because of the constant proximity of his peers, such a child manifests almost no rivalry or antagonism, but, being less inner- than outer-directed, his private life suffers.*

Bettelheim keenly perceives that with the absence of rivalry, with the supposed absence of sexual stimulation (many boys and girls share the same room until eighteen years of age), very strong repressions must take place. These repressions seem to have the effect of making the kibbutz child a less creative person, an individual who, quite early in his development, views himself as a useful economic producer and functioning member of a community whose philosophies he does not question. Although this has its positive aspects – in that such a child enters adolescence with less traditional conflict because his role in life has been integrated as part of his existence right along – there is, nevertheless, an apparent lack of richness of inner life.

In sum, Bettelheim's findings present extraordinary implications for our own society. THE CHILDREN OF THE DREAM touches upon the real possibility that there is more than one way a child may be reared – and quite successfully so. It offers us some approaches to breaking the supposedly impenetrable psychic bond between a mother and her infant. Because of this book, we may find need to rethink our conceptualization of the pleasure-principle and reality-principle, to rethink at what point we can beneficially withdraw breast-feeding, introduce bottle-feeding, permit the continuance of bed-wetting (which seems to be acceptable behavior in the kibbutz), or permit thumb-sucking (which seems to be unacceptable behavior in the kibbutz).

Obviously, different value systems prevail from one society to another. But Dr. Bettelheim begins to show us the potentiality of finding ways to best deal with our own present problems of the generation gap. His imagination, his skill, and his original thinking make THE CHILDREN OF THE DREAM essential reading. His observations on trust, intimacy, and security suggest that we might profitably apply to our society some of the concepts developed in kibbutz life. Overall, the kibbutz citizen seems to fare quite well. Kibbutzes, after all, produce no drug-addiction problems, no cases of the battered-child syndrome, no gang wars, and no juvenile delinquency.

THE CHILDREN OF THE DREAM is a book of great relevancy to our times – one that will interest the social scientist, the educator, and the parents; but it will be especially intriguing to those of us who daily grapple with the problems of the youth of our society. Dr. Bettelheim's observations, insights, and lucid presentation are indeed a delight to read.

"His discussion of the various forms of the subjective self representation, and in particular of what he terms the 'reflective self representation,' is particularly illuminating, and brings a new perspective to phenomena such as daydreams, dreams and psychosis. The book is a major contribution to psychoanalytic theory..."

—LINDA HILLES, M.D.,
Mt. Zion Hospital, San Francisco

Contents

1. The Principal Terms of the Discussion: Internalization, Introjection, Identification, and Incorporation
2. Auxiliary Terms of the Discussion
3. Metapsychological Assumptions
4. Introjects, Introjection, Object Localization, and the Subjective Self
5. The Influence of Introjects and Other Primary-Process Presences
6. Identification: A Comprehensive and Flexible Definition
7. The Psychoeconomic Aspects of Identification: A Critique and Reformulation
8. The Fates of the Immortal Object

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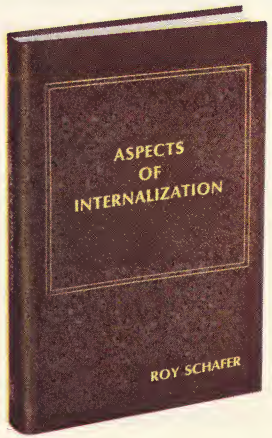

ASPECTS OF INTERNALIZATION, Alternate Selection, may be ordered in addition to or instead of the Main Selection.

001-2

a review by Fred Pine
Associate Professor
Department of Psychiatry
Albert Einstein College of Medicine

When one approaches a journal article by certain psychoanalytic theorists, one is prepared for some hard intellectual work, perhaps lightened by one or more brief case reports. In ASPECTS OF INTERNALIZATION, it is Dr. Schafer's achievement to have produced *an original and closely reasoned work* and to have sustained this throughout an entire book with impressive qualitative wealth. The result is a difficult and demanding book (on which more below) but one fully deserving of the effort and attention that it requires.

Starting with his early major work on diagnostic testing, Roy Schafer has demonstrated in his writings his capacity to move freely back and forth between various levels of clinical phenomena and psychoanalytic theory. There, in the work of psychodiagnosis and test functioning, he ranged between discrete and often readily observable clinical details on the one hand and clinical generalization and conceptualization on the other. Here—in ASPECTS OF INTERNALIZATION—he moves up a level or so in the scale of abstraction and inference, ranging between relatively subtle and silent clinical phenomena and psychoanalytic metapsychology.

Dr. Schafer says, in his initial statement of aim, that his approach will be to provide an ordering of concepts—and this it is—and he mentions, in a secondary way, that he will allude to the clinical referents of these concepts where necessary. But in actuality the conceptualizations themselves, though often at a high level of abstraction, are quite often not far from recognizable subjective phenomena of the analytic situation or from developmental phenomena of childhood. Indeed Dr. Schafer so frequently explores and lists multiple subtle varieties of one or another subjective experience that the purely clinically-minded reader will have numerous "aha!" experiences along the way.

The book is actually two books in many ways—one on aspects of metapsychology and one on aspects of internalization. And while these two themes are repeatedly interwoven in complex ways, at times Dr. Schafer follows one or the other along its own pathways.

As for the title theme: *internalization*. Dr. Schafer focuses his discussion on introjection and identification—two varieties of internalization—but comments on incorporation, imitation, learning, compliance with external demands, and other related terms along the way. It is near impossible to summarize his discussions in this brief review. Suggesting that *"an introject is an inner presence with which one feels in a continuous or intermittent dynamic relationship"* (and which is not so fully internalized as to be experienced as *"self"*), he proceeds to explore the subjective location of this *"presence,"* the sources of its influence (which he links to at least temporary and partial suspension of reflective awareness of one's own ownership of the thought of the "presence"), and its connections with daydreams and ego-splitting on the one hand, and with preservation, renunciation, or alteration of the relation with the external object on the other. A hearty task to grapple with!

He gives considerably more importance to the significance of introjects than one ordinarily sees in the non-Kleinian psychoanalytic literature. His discussions of identification, while equally rich and wide-ranging, will strike more familiar notes in the reader. He follows this with a careful exploration of the nature of the energy concepts required to conceptualize the events surrounding the oedipal identification with the parents that marks a major step in superego development.

The groundwork for this latter discussion has been set in his treatment of the book's other major focus: *metapsychology*. Dr. Schafer, obviously responsive to a number of recent papers critical of the economic assumptions of psychoanalysis, argues for the need for an energy concept, but a purely quantitative one. He rejects the attribution of different qualities to psychic energy (libidinal, aggressive, neutralized) and also the processes (neutralization and reinstinctualization) that presumably mediate changes in quality. Instead he suggests that the phenomena that these quality concepts are intended to deal with can readily be handled in structural, adaptive, genetic, and dynamic terms, and he specifically lists some usable concepts.

It was noted above that ASPECTS OF INTERNALIZATION is a difficult and demanding book. In part this is because of its content, as this summary (of only a part of it) may indicate. Another source of the difficulty is in the overall format (which Dr. Schafer is explicitly aware of) which requires numerous definitions and theoretical formulations before the main topic can be met head-on. And a final source is in the personal style, wherein Dr. Schafer often allowed himself to develop non-essential ideas in some depth. But all of these sources of difficulty are also sources of the book's wealth and, while the book is not for every reader, it is an impressively thoughtful and stimulating contribution to the areas of its main concern.

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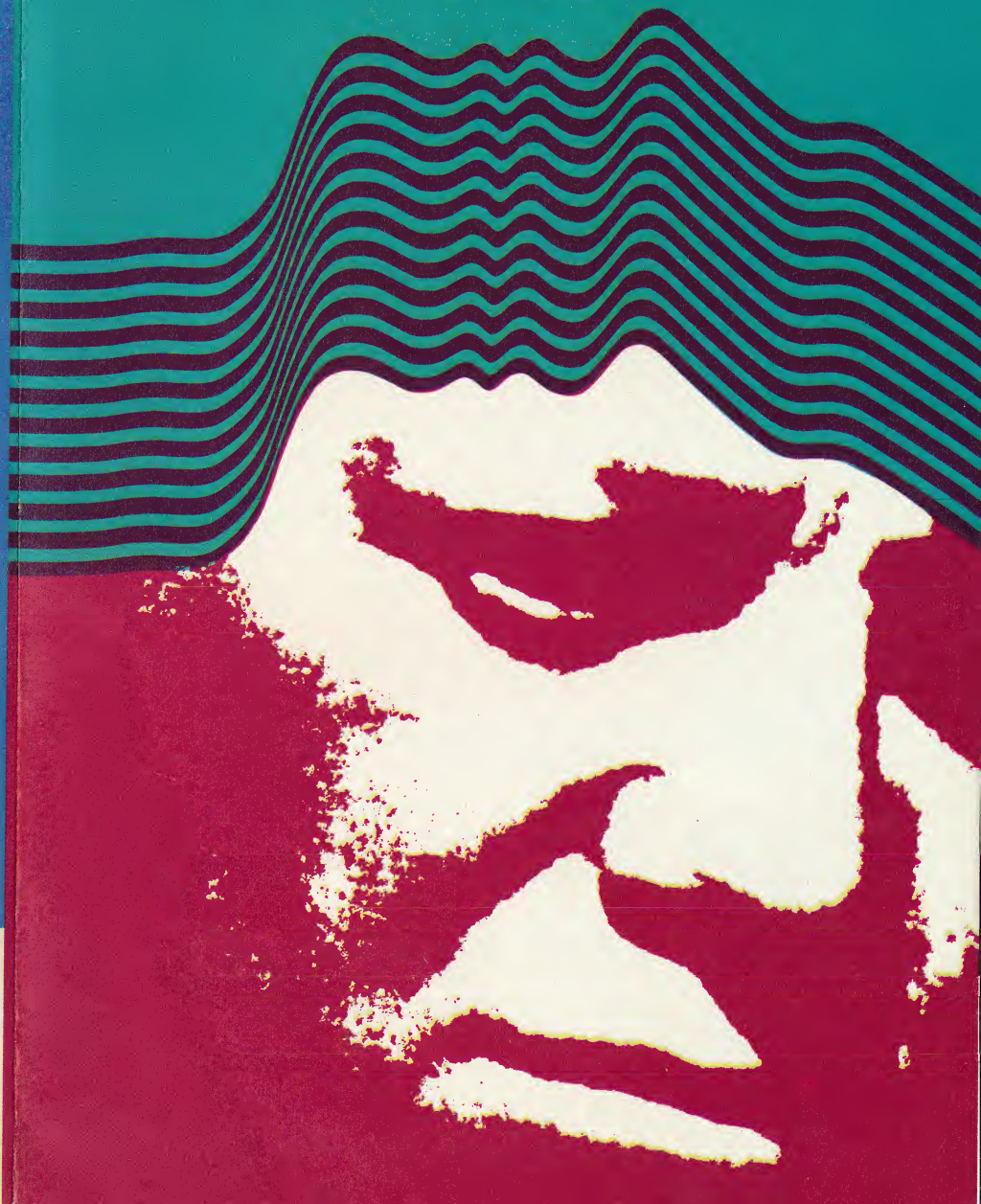

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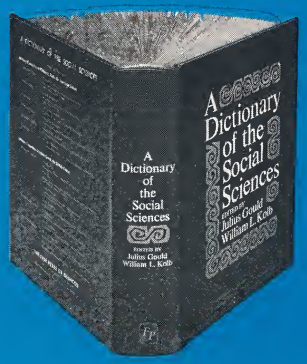

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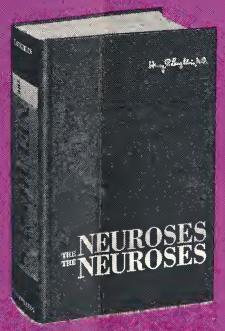

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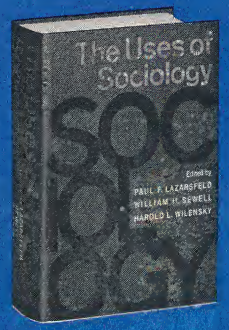

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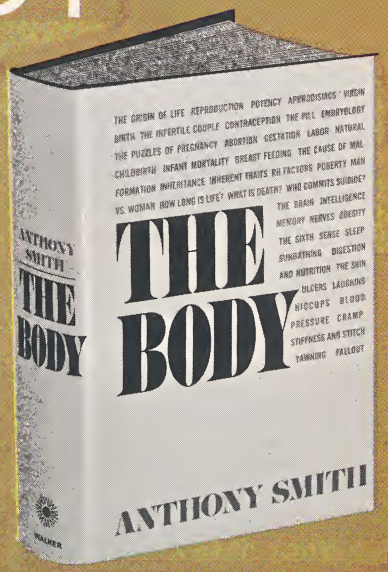

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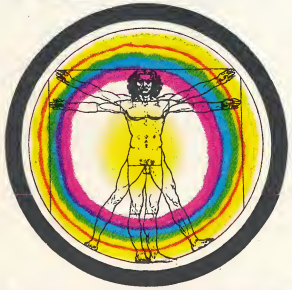

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— Isaac Asimov

THE BODY, by Anthony Smith, is a sensible, readable and often humorous big book on the anatomy and physiology of the human body. And make no mistake about it, it is *big*: it weighs almost three pounds and its 524 pages are chock full of fascinating information.

Meticulously researched, astonishingly comprehensive and unique in concept, THE BODY is not concerned with illness or with medicine. Rather, it explores the operation of the human body, describing its mechanism in terms of the very latest scientific and medical research. The author concentrates his anatomical journey upon those aspects of man's most intense curiosity about himself, and assumes that the capacities, deficiencies, peculiarities and mysteries of the healthy body are of greater interest than the causes and treatment of malfunction.

Sex and reproduction, because they dominate the cycle of life itself, also dominate this recently published book. The first half of THE BODY traces the body's development from conception through pregnancy, birth and puberty to old age and death. Along the way, the author takes us on innumerable engaging side excursions.

There are entire sections on circumcision, suicide, blood groups, twinning, and a thousand other topics of perennial interest which are seldom explored or explained: the incidence of color blindness, the weight of a three-month-old fetus, the history of obstetrical forceps (told in the roguish and un-Hippocratic strange story of the members of the Chamberlen family who invented them), the price of human milk.

Particular aspects of the body's functions are taken up in the chapters that follow: the brain, sleep, speech, the digestive system, excretion, respiration, the heart and the blood, the skeleton and its muscles. Finally, THE BODY explores the insidious effects upon mankind of today's greatest threat to health: radiation.

THE BODY is also a veritable storehouse of factual information that will delight the generalist and amaze even the specialist. Among the thousands of tidbits that Anthony Smith has caught in his widely cast net are such unusual items as:

- fifty percent of the population, if taken by the criterion of productivity, are "genetically unfit"
- homosexuals have more brothers in their families than heterosexuals have
- the bigger a woman's breasts, the smaller her I.Q.
- suicide is the tenth leading cause of death among Americans—but for teenagers it ranks fourth
- although identical twins come close, there is still no authenticated case of different persons with the same fingerprints
- the average period between human fertilization and birth is generally calculated at 266 days, but some courts have declared men to be fathers who have been absent from their wives for as long as 349 days.

The author's thesis is that man is just another bit of biology, and therefore much about the animal kingdom is entirely relevant to his body, to his mechanism of sperm transfer, to his sex ratio, to his brain, to his sense of smell. He is not an isolated piece of creation, like a meteorite that has flown in from somewhere else. He is a part of terrestrial evolution, and facts about animals can make sense of facts about man. In the author's view, the menstrual cycle (which affects women and female apes) has to be compared with the estrous cycle (which affects most other female mammals). Even so THE BODY is not a book about animals, but it is a book about the human body in which animals are used only to lend emphasis, to clarify and to illuminate whenever they can.

THE BODY is first and last an epitome of useful knowledge written with admirable style; it is delightful entertainment with an urbane, tolerant insight. At once lucid and engaging, it manages to convey to the reader the processes of the human body with a freshness and an abandon which makes it an astonishing tour de force. The Greek philosopher Thales delivered a sage admonition which has echoed down the years, "Know thyself." When you have turned over the last page, to complete this absolutely fascinating journey into your body's interior, you will indeed "know thyself." More than that, you will know with Walt Whitman that "if anything is sacred, the human body is sacred."

"THE BODY is a valuable encyclopedia of scientific knowledge concerning the work and development of the human body. It should be widely read."

— Sir Julian Huxley

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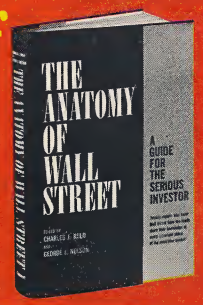

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THE ANATOMY OF WALL STREET, edited by Charles J. Rolo and George J. Nelson, is a penetrating look at Wall Street by twenty experts who know investment from the inside. Subtitled "A Guide for the Serious Investor," the accent in this just-published volume is, above all, on the word "serious."

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Part Two focuses on the main fields of investment: investing for income, for growth, in bonds or in mutual funds, investing in science and technology, and investing abroad. Of particular interest will be the chapter on the opportunities to use available knowledge of where applied science and technology are going — and how to reap some of the solid investment rewards that lie ahead.

The computer industry, electronics, aerospace, atomic power, water technology (85% of the market for water-softening equipment is still untapped), oil shale, agriculture (companies specializing in soybean or fish-meal processing and in herbicides, fungicides, insecticides or fertilizers have bright futures), and the drug and pharmaceutical industry are all examined for investment potential. Not only are untapped areas of technological growth delineated and assessed but specific corporations are singled out and named as good prospects.

Next comes a section that might be called "A Guide to Investment Strategy," describing the various approaches to the stock market and to individual issues actually used by security analysts and portfolio managers. This is rounded out with detailed studies of the major external forces — economic and political — that influence the movement of stock prices and have a bearing on investment decisions.

THE ANATOMY OF WALL STREET concludes with an illuminating analysis of the present-day structure of American capitalism, a system unique in the breadth of public investment (which is to say "public confidence") in corporate enterprise.

For those who may wish to explore the challenge of investment opportunities further, a lively annotated bibliography of selected, up-to-date readings will guide investors between the rocks and shoals of conflicting and often bewildering opinions. "The Language of Investing," a pertinent glossary for the newcomer to investing and for the old hand as well, will sort out the niceties of the differences between a "bucket shop" and a "wire house," between a "boiler room" and a "board room," and between "blue-chip stocks" and "blue-sky laws." The contributors to this fascinating volume are drawn from every sector of the financial world — top-flight Wall Street professionals, leading financial journalists, and respected investment counselors. Their names make up a *"Who's Who"* of the securities industry and the financial community.

THE ANATOMY OF WALL STREET is definitely not for the get-rich-quick Wallingfords who may want to make a fast killing in the market. It is for the intelligent, thoughtful, and inquiring investor with a serious and scientific interest in the securities market. It is also for amateur or professional students of business or finance, and even for stockbrokers and security analysts who feel they still have something to learn.

The contest on the "last frontier of adventure" that is Wall Street is indeed a tough one, but to the victor the rewards are handsome — and they are within the reach of everyone. This is what gives the stock market its seductive challenge and its endless fascination.

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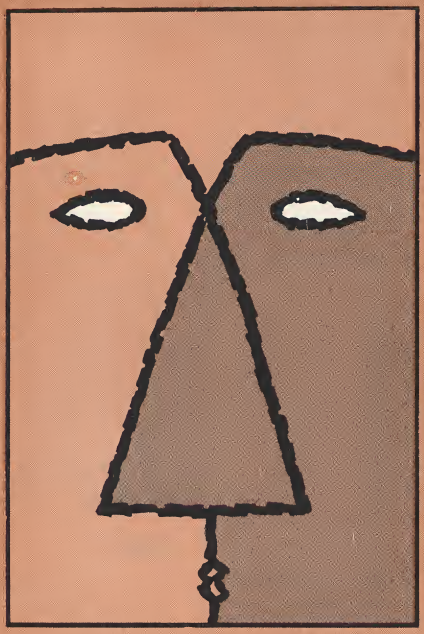

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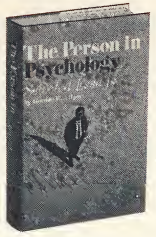

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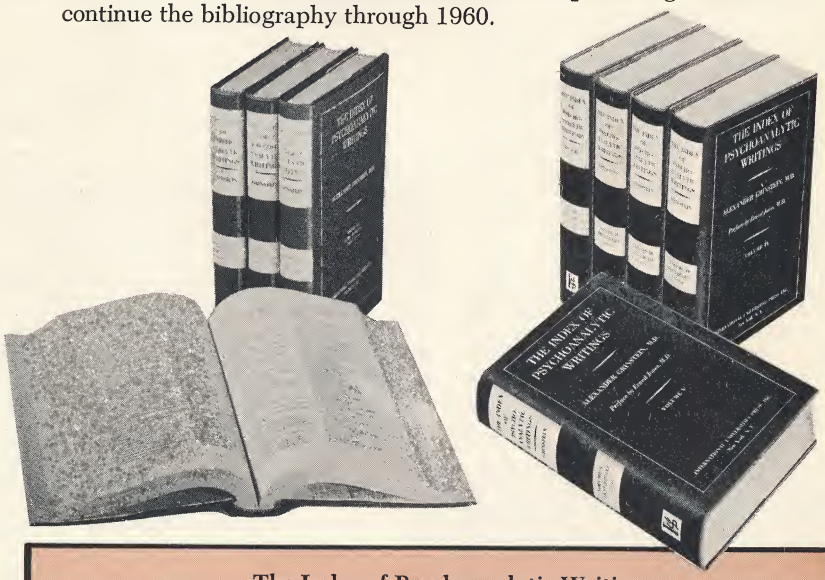

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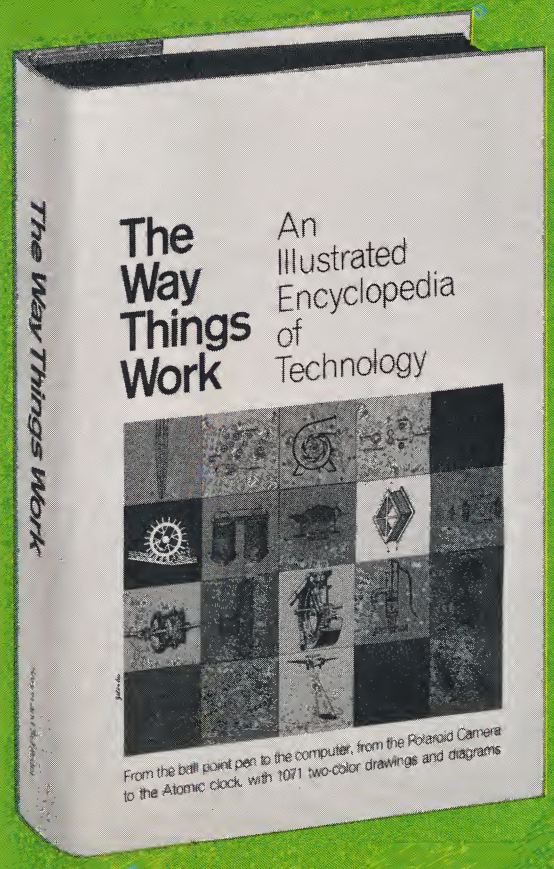

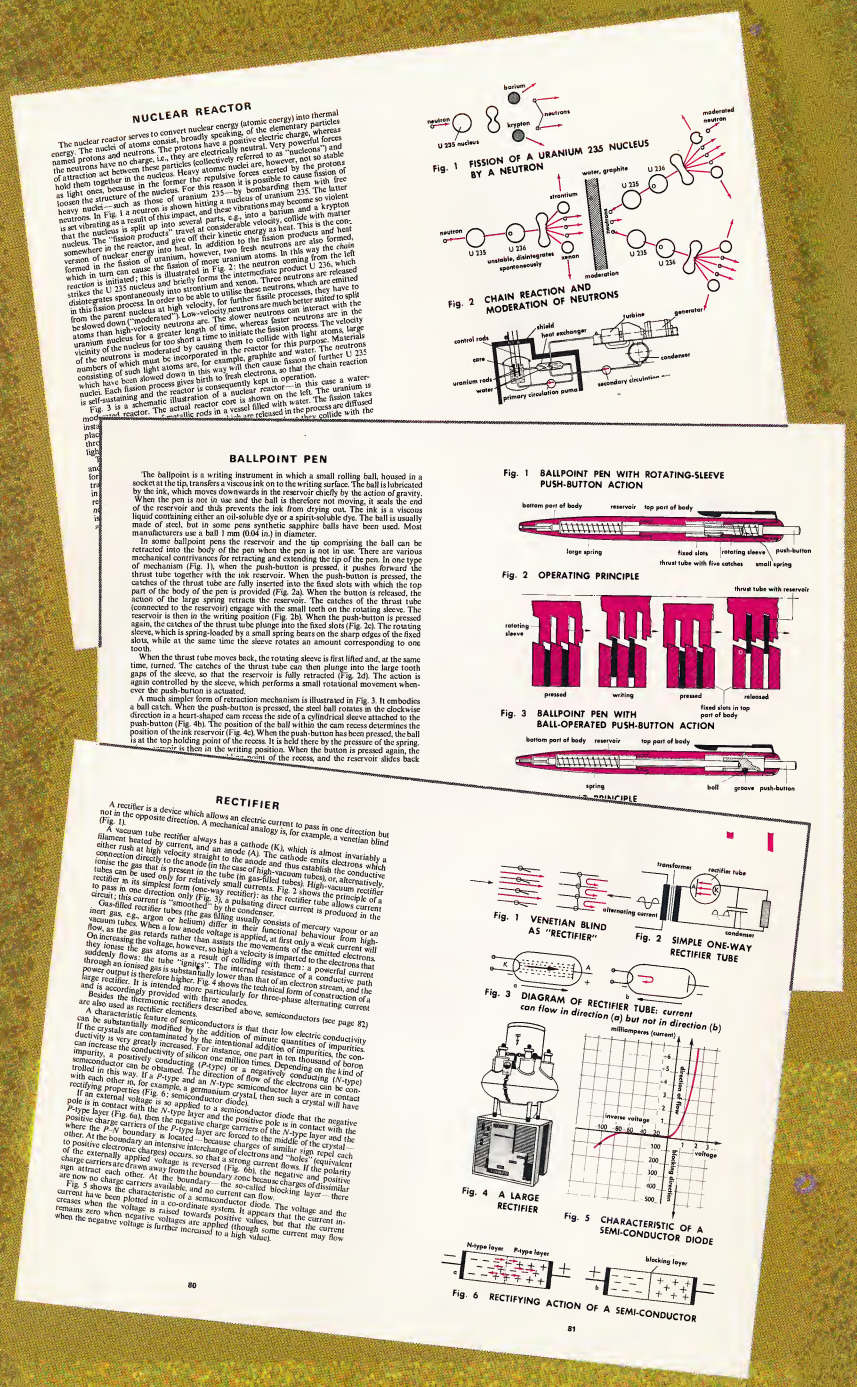

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—ROBERT A. ALDRICH, M.D., University of Washington

a review by Joyce R. Graham
Consulting Psychologist
The Children's Aid Society of Ottawa

This selection of recent theories and experiments was initiated in October 1962 by the late President John F. Kennedy, in creating the National Institute of Child Health and Human Development, at which time he stated: "The importance of infancy lies in the fact that it is the cornerstone upon which the structure of an adult is formed. The notion that raising responsible *adults* is our goal appeals to me because it seems to present a concept more easily grasped by students who seek a unifying idea of the meaning of growth and development."

With this inspired "send-off," this first volume of EXCEPTIONAL INFANT deals with THE NORMAL INFANT from a multidiscipline viewpoint. Several essays or reports are contributed by professors of pediatrics to give an excellent picture of the neonate's various reflexes; a precise schedule of present knowledge on when certain reflex actions are normally present and at what age they disappear. For example, the Moro reflex is present at birth and disappears between four to six months in a normal neonate. Its absence or reappearance are neurologically significant to an infant's overall development.

I particularly enjoyed the excellent articles on the developmental evaluation of infants—an up-to-date review of the value, predictive and otherwise, of infant testing. Summing up thirty years of heated debate, the article by Louise Ames concludes that with certain qualifying factors in mind "infant and preschool examinations are highly predictable."

The importance of very early (first six weeks) visual and affective stimulation is documented in THE NORMAL INFANT by the experiments of several researchers in recent years; the why's and wherefore's of how an infant learns are of primary importance to mothers, nurses and social workers in the day-to-day handling of children in care. The diet and physical well-being of every infant has been well explored by medicine, but how little has been known of an infant's perceptual diet—his need, even at the age of seven days, for learning through all his emerging and rapidly growing senses.

The final chapter, by Dr. Ray Barsch, is entitled *The Infant Curriculum —A Concept for Tomorrow* and gives considerable food for thought. He emphasizes the importance of the first year of growth as the "Space Laboratory of the infant" and suggests that parents should be given instruction in the best methods of stimulating the six senses.

THE NORMAL INFANT is an invaluable reference volume for all the disciplines—medical, psychological and social—and it describes a baseline of our current knowledge of normal infant development with inspiring glimpses into the future of this growing field.

—reprinted from *The Social Worker*, Vol. 37, No. 2

Alternate Selection:

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Edited by Jerome Hellmuth

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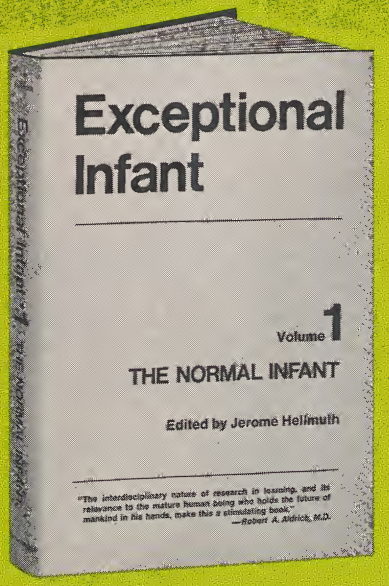

"...remarkably lucid expositions, skillfully selective, and focusing central topics with just enough detail of experimental findings and demonstration to carry conviction without causing confusion."

—D. W. HARDING, Professor Emeritus of Psychology, University of London, in *The New York Review of Books*

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WOLFGANG KÖHLER 1887-1967
by Carroll C. Pratt

I. *Early Developments in Gestalt Psychology*
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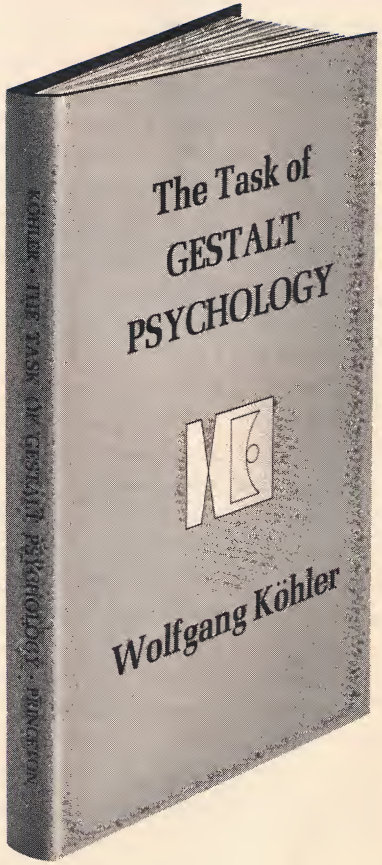
III. *Recent Developments in Gestalt Psychology*
IV. *What Is Thinking?*



Alternate Selection:

The Task of Gestalt Psychology

by Wolfgang Köhler

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THE TASK OF GESTALT PSYCHOLOGY, Alternate Selection, may be ordered in addition to or instead of the Main Selection.

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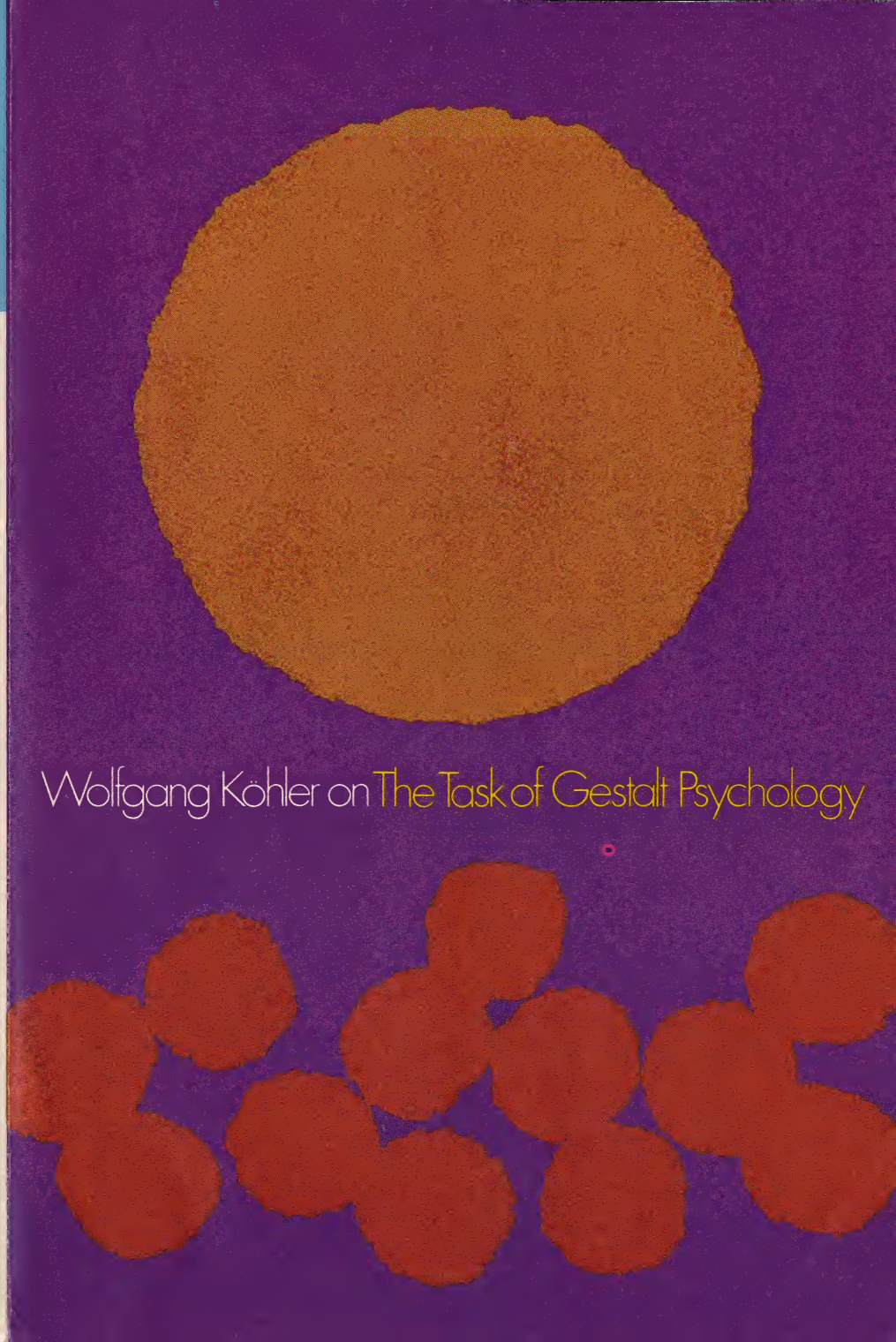

A small gem—this collection, the final lectures of one of the truly great figures of twentieth-century psychology, is a luminous summary of the ideas which assure Wolfgang Köhler a significant place in the history of psychological studies. Originally presented in 1966 at Princeton University, shortly before Köhler's death, and now published posthumously, this book is more than a tribute to an original thinker's continuing search for understanding and truth. It is a persuasive overview, by one of the founders of Gestalt psychology, of the growth and modifications of the Gestalt concepts that have provided the psychological sciences with recurrent new directions for investigation and speculation.

Gestalt psychology has come to be recognized as an important contributor to the mainstream of current psychological thought. The acknowledgment was far from immediate. In the first section of THE TASK OF GESTALT PSYCHOLOGY *Köhler traces the initial formulations and early developments of Gestalt theory and the reasons for the strong controversy it aroused. The cliché—the whole is more than the sum of its parts—that became affixed to the young Gestalt school, and caused so much criticism, was never projected by Köhler and his colleagues, Wertheimer and Koffka. They made an important distinction, and one that this section, along with the enlightening introductory comments of Carroll C. Pratt, should help to clarify—the whole is* different *from the sum of its parts.*

The second section traces the sequence of development, within Gestalt theory, from psychological observation to an investigation of the relevance of physics and biology—an approach that has been revitalized in our own time. Köhler then moves, in the third section, to an exploration of perception and related brain processes, with particular emphasis on memory.

And, finally, Köhler's rigorous training, wide scholarship, and lively intelligence turn to the most difficult and pervasive question in the behavioral sciences: What is thinking?

Köhler's thought never became a closed system. Because he remained alert to new issues, his insights and wisdom have never become outdated, but continuously offer fresh stimulation. The clarity with which he sets forth his concepts, the grace with which he illuminates them, and the delightful crisp prose with which he communicates them serve to make this book an inviting introduction to the theories of Gestalt psychology. Even those psychologists and other behavorial scientists who know Köhler's work well will find in THE TASK OF GESTALT THERAPY *new challenges and the opportunity for further appreciation of his ideas.*

From the introduction
by CARROLL C. PRATT
Princeton University

The first sentence in the preface to Köhler's *The Place of Value in a World of Facts* proclaims boldly that the purpose of the book is philosophical. It ranges widely over areas which at the time most American psychologists would have feared to tread, perhaps because during their student days they had become infected by Titchener's pontifical proclamations that science has nothing to do with values or by the behaviorists' thumping insistence on facts, facts, facts, nothing but facts. Some twenty years earlier Köhler had published *Die physischen Gestalten in Ruhe und im stationären Zustand* (1920), a brilliant work full of new facts which he and the other members of the triumvirate, Wertheimer and Koffka, and their students were bringing to light, all set in relation to a rigid framework of physical field theory. *Gestaltpsychologie* was already on the way to becoming *Gestalttheorie,* for Köhler insisted throughout his life that the phenomenal world is for science the only world open to inspection and that the initial data of this world are Gestalten no matter from what angle or branch they may be reported.

It must have been a source of satisfaction in his later years for Köhler to note how pervasive this view had become, not only in science, but also in practical affairs . . .

Köhler's influence in the more general areas of phychology is difficult, if not impossible, to assess at the present time. In a lecture in Europe in 1949 Langfeld said that the main observations, questions, and principles of Gestalt psychology had become part of the mental equipment of every American psychologist, and as early as 1929 Boring wrote that there is little work of broad scope that has not been affected by Gestalt psychology and almost no problem in experimental psychology that had not been brought within the range of that point of view. Köhler himself was not so sanguine. In his address as President of the American Psychological Association in 1959 he pointed to a number of current trends that were struggling along without the benefit of Gestalt psychology, but he ended on an optimistic note. It was time to get rid of schools of psychology, and he felt that the outlook for collaboration among men of differing convictions was steadily improving—a point of view that he himself had done a good deal to promote when he first came to this country.

THE LIVES OF CHILDREN *is one of those rare books that arrives unheralded and is immediately recognized as a masterpiece. Here is a sampling of the acclaim:*

"THE LIVES OF CHILDREN is by far the most perceptive, moving, and important book on education I have ever read, or indeed, ever expect to. For while I hope that in years to come we may know much about human growth and development that we do not now know, I doubt that any one book will advance our understanding as much as this one.... Virtually every page of it contains more truth than can be found in most writings on educational psychology.... Perhaps if enough of us, many millions of us, read this book, take it to heart, and try in every way to put its not too difficult lessons into practice, we may yet save ourselves."

–JOHN HOLT, in *The New York Review of Books*

"There is no book I know of that shows so well what a free and humane education can be like, nor is there a more eloquent description of its philosophy."

–HERBERT KOHL, in *The New York Times Book Review*

"Dennison has demonstrated a remarkable sensitivity to the problems of children and genuine artistry in responding to them."

–JOHN H. FISCHER, *President, Teachers College, Columbia University*

"It is in all likelihood the most important single movement in American education at the present moment, and anyone who is genuinely interested in understanding the movement will do well to get himself a copy of THE LIVES OF CHILDREN."

–JONATHON KOZOL, in *Life*

"A warm and honest account of teachers in touch with themselves creating an environment where children can get in touch with themselves."

–PETER H. WAGSCHAL, in *Saturday Review*

"Patient, reasoned, tender, and beautifully written... A profoundly revolutionary critique of the American technocracy ...It is a work of art."

–CHRISTOPHER LEHMANN-HAUPT, in *The New York Times*

Once or twice in a decade a book appears which tells its truths and records real events with a directness, an immediacy, that has the elemental force of great literature. THE LIVES OF CHILDREN, by George Dennison, is such a book. Not only does it illuminate its subject—the education of young people in a free, experimental school—it is, in the most deeply religious sense, a book that gives testimony to the regenerative powers of the individual in an environment of growth.

This is the story of the First Street School on New York's Lower East Side. It had four teachers, no principal and no administrators, inadequate space and limited equipment. But it also had 23 children: all poor, almost all chronic truants, "confirmed" nonlearners with severe behavior problems—the human discards of the conventional school system.

George Dennison avoids the moral simplicities of a catch-all method and easy truths. Instead, he brings us in touch with the lives of these children in a way that inevitably draws us into their world: a tough, lively, touchingly funny, and sometimes brutal world where failure is the conditioned response and animal courage or fearful withdrawal the badge of identity. More—we are drawn into the concrete experiences, the persuasive unfolding of events:

> "José could not believe, for instance, that anything contained in books, or mentioned in classrooms, belonged by rights to himself ...There had been no indication that he could share in them, but rather that he would be measured against them and be found wanting...When after ten minutes of a reading lesson, José said to me that he wanted to go to the gym, and I said, "Okay," a little revolution began in his soul. His teacher respected his wishes! And when he cursed, bullied, fought with classmates, and the teachers responded only with their own emotions, not ever with formal punshment, demerits, detention, etc., did it mean that they were encountering him precisely as he was, and that in order to face them he did not first have to suppress everything but his good behavior? He could stand on his own two feet; they could stand on theirs. His anxiety diminished, and his resentment—and his confusion."

We witness here not simply new opportunities for learning, but for radical changes in character, the forging of different kinds of relationships, and a new mastery of the self.

This book throws its light far beyond the dingy streets that confined the school and its children. THE LIVES OF CHILDREN is, essentially, an illumination of the relation of freedom to growth and learning and, above all, to furthering the rich potential and the formative powers possessed by all individuals.

As George Dennison puts it:

"The really crucial things at First Street were these: that we eliminated—to the best of our ability—the obstacles which impede the natural growth of the mind; that we based everything on reality of encounter between teacher and child, and that we did what we could (not enough, by far) to restore something of the continuum of experience within which every child must achieve his growth. It is not remarkable that under these circumstances the children came to life...

"When the conventional routines of a school are abolished—discipline, schedules, punishment and rewards, standardization—what arises is neither a vacuum nor chaos, but rather a new kind of order."

Alternate Selection:

The Lives of Children

by George Dennison

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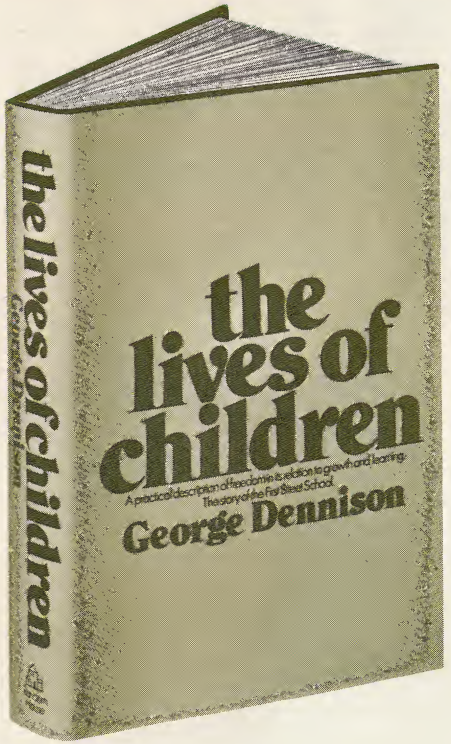

THE LIVES OF CHILDREN, Alternate Selection, may be ordered in addition to or instead of the Main Selection.